

Connecting the Dots. . . Music 2

Loretta Walker (LW) & Joy Brower (JB)

November 30 & December 1, 2006

Entrance music: Don Gato USOE &/or SB

Opening Video

Show video 3 min. JB

Identify/Experience vocal exploration, vocal timbres and types

Oh, My Aunt Came Back: JB

Vocal exploration:

Sirens & Mr. Wiggle Mr. Waggle LW (JB)

Speak/Sing: Simon Sings (speak/whisper, etc) LW

Head/Chest voice: bears, Mickey Mouse & howls LW (JB)

Teacher Talk—Why do this?

- Just like playing with language, math, etc. Do it & feel it, not stuffy
- Luggage and handle analogy, this is the beginning
- What are they really? (Feel it from the inside out, more than a name)
- What are their names? (Give it a name--sing/ speak, head/chest, etc)

Time:

Explore/Conceptualize definite pitch and interval, sol-mi-la

Teacher Talk

- How does this voice stuff turn into music?

Warm-up leading into definite pitch Howls following lead coyote LW

rope

Hey, Hey Look at Me LW (notice similarity to Simon Sings) (sing/enactive/iconic)

- Sing
- Show high/low with body (enactive) and shoulders/waist
- Sol/mi (hand signs & rope--iconic)

Puddles on board, rope, markers

Try Rain, Rain LW (puddles on board before starting)

- Guess from Hand signs (symbolic/iconic reading)
- Show on bodies (whole body, shoulder/waist/head)
- Written iconic notation (rope, drops on board over puddles)

Toy

Pizza, Pizza (Lead w/ Joy) LW & JB Turns as follows:

- ?Create chant for transition? And write down if desired
- Choose star (give a toy) while modeling the song and beat

- Class all sing “Pizza, pizza...”
- Discuss who sings which lead in the song (Leader & Leader-elect)
- Sing it that way
 - Leader sings main calls to and about the Star, who holds toy
 - Leader-elect sings “How do you know it?”
 - When leader “ends it” they return to circle, Leader-elect becomes leader, Star passes the toy to a new star and becomes the Leader-elect.
 - All this transition happens during the chant
- Add hands crossing on beat
- Continue turns, begin introducing chant during transitions
- Add feet and jumping for game
- Continue turns & chant transitions until closure

Teacher Talk:

- Extending pitch & interval exploration leads into sing simple melodies on outline
- Hot Cross Buns & Scotland’s Burning fit both.
- Cross-core integration?

Time:

Build Skills/Practice Simple melodies, Call & response, Singing Games

Simple Melodies (also extending pitch and interval exploration)

Hot Cross Buns **JB**

- Whatever you do ☺
- Include solfa connection to illustrate point
- Include game if you use one

Resonator bells, Orff, piano, etc.

Little Tommy Tinker **JB**

- Learn song
- Add one-chord harmony (no round yet)

Scotland’s Burning **LW**

- Learn with solfa fun movements
- Point out increasing range
- No harmony yet.

Call & Response

Teacher Talk:

- Discuss Aunt and Pizza as examples
- Find other examples in songbook (Chicka Hanka, Down by Bay)
- Notice how songs are beginning to fill multiple categories
- History of call & response
- How are C & R useful?

Singing Games

Resonator bells, Orff, piano, etc.

Bow Wow Wow (LW) or Miss Mary Mack (JB)

- Learn song
- Learn game

Teacher Talk: Why do these songs? How do they help us reach our goals?

- Notice how many times we sang Bow Wow & Pizza. Lots of practice!
- Always repeat with a purpose. True for performing and for teaching. (Example, “Never, never, never give up.” Beeth 5th opening motif)
- Have students identify what needs improvement, open their ears
- London Bridge two-game techniques and safety measures
- Blue Bird strategies
- Cross Core connections?

Time:

Analyze/Connect Ostinato, Partner Songs, Rounds

Teacher talk: How can these songs lead into deeper, richer musical understanding?

Ostinato: a simple repeated pattern which produces elemental harmony

Scotland’s Burning LW

- Add ostinati based on solfa

Partner Songs: two different melodies that follow the same harmonic sequence (tell about st teacher who mixed 3 songs that fit and a fourth that didn’t, diff key, diff harmony)

Resonator bells, Orff, piano, etc.

Bow, Wow, Wow/Hot Cross Buns LW

- Sing together

This Train/When the Saints JB

- Whatever you want to do.

Round: one song with simple harmony allowing delayed, layered singing

Resonator bells, Orff, piano, etc.

Tommy Tinker JB

- Build previous work into a round

Scotland’s Burning LW

- Build previous work into a round, then add all.

Bow Wow Wow LW

- Build previous work into a round
- Try game, not moving around circle, but doing moves in canon

Time:

Construct/Produce homophonic harmony, part singing, minor and modes

Teacher talk: How can students construct and show their own meanings?

CD: USOE & SB

Don Gato LW

- Sing through
- Discuss what can be done with this song, musically
- Do Drama activity
- Discuss connections

If time: My Paddle, or We Come to Greet You in Peace (I doubt it)

Time:

Mastery/Service Curricular Connections: informances that display the whole child

Teacher talk: What does mastery and service mean in music? (Compare labeling art work. One tiny facet today.)

CD: USOE & either movement or SB

Weevily Wheat LW

- Learn song
- Mini history
- Game
 - Phrases
 - Beat
 - Melodic shape
- Variations

Possibly Hush Little Baby, Down by the Bay

Other cool songs to do if we have time: Obwisana, John Kinacka

Journal Time built into teacher talk

Planning time needed?